DOCUMENT RESUME

ED 301 953 EA 020 516

TITLE	Alternative Schools/Programs. Proven Exemplary Educational Programs and Practices: A Collection from the National Diffusion Network (NDN).
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	Aug 86
NOTE	31p.; Reprinted with permission from NDN's "Educational Programs That Work," 12th Edition; see ED 266 134.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Practices; Educational Strategies; Elementary Secondary Education; *Federal Aid; Financial Support; *Nontraditional Education; Program Content; Program Costs; *Program Descriptions; School Districts; *Validated Programs
IDENTIFIERS	National Diffusion Network

ABSTRACT

This booklet is a collection of proven exemplary educational programs and practices from the National Diffusion Network (NDN). As part of a two-part series, this publication covers alternative schools and their programs. The NDN facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The information contained in this booklet presents descriptions of educational programs that have been successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The introductory pages contain an alphabetical table of contents, an index of programs by category, and an index of programs by grade levels. Twenty-six programs are described in terms of audience, description, requirements, costs, services, and/or contacts. (SI)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

Alternative Schools/Programs

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

ALTERNATIVE SCHOOLS/PROGRAMS PROJECTS

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ADULT PERFORMANCE LEVEL PROJECT (APL). A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Audience Approved by JDRP as a program for general English-speaking population over 18.

Description Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem- solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills—oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

Requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training is required. Reassignment of existing personnel usually suffices.

Costs Commercial, community and/or teacher made materials which address the 42 APL objectives can be used. Specific curricular materials are suggested at the workshop. For training costs, contact the project director.

Services Awareness, training, and follow-up services are available.

Contact ***Elaine Shelton, 2606 Top Cove, Austin, TX 78704. (512) 444-3488.***

Developmental Funding: USOE BOAE

JDRP No. 75-13 (3/25/75) (5/15/79)

A.D.V.A.N.C.E. An alternative academic and vocational program for severely emotionally disturbed youth. Severely emotionally disturbed youth, ages 14-20.

Description The primary goal of the program is the modification and development of social behaviors needed to complete academic and vocational training and to facilitate a return to the mainstream of secondary educational programs. The structure of A.D.V.A.N.C.E. is focused on a behavior modification management system applied during the total instructional day that involves academic, prevocational, and recreational periods. Behavior is monitored in five targeted areas, CHADS—Cursing, Hitting, Assigned area, Distracting behavior, and Staying on task. First-year students receive 2 hours of individualized academic instruction,1 hour of prevocational training, 1 hour of recreational activities, and 1 hour of social-related survival skills. Second-year students and beyond receive 2 hours individualized academic instruction, 1/2 hour of recreational skills, and 2-1/2 hours of vocational training. During the instructional day, the 5 targeted behaviors are recorded every 15 minutes for each student. Positive behavior is recognized by equating a unit point to each behavior which was not violated during a 15-minute interval. The daily sum of these points allows the student to be eligible for immediate awards or to save them for delayed gratification. In addition, field trips are earned over time to reinforce lengthy positive behavior. Students may be admitted to or exit the A.D.V.A.N.C.E. Program throughout the school year. A.D.V.A.N.C.E. includes a 3-member support team composed of a school psychologist, a learning disability teacher/consultant, and a social worker. Together, they refine diagnostic information through testing of the students' academic level and vocational potentials, interpret and structure an implementation plan.

Contact *Raymond J. Bielicki, Principal, or William H. Adams, Superintendent; Salem County Vocational Technical Schools; 172 Salem-Woodstown Road; Salem, NJ 08079. (609) 935-7363.*

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 83-43 (6/15/83)

PROJECT ADVENTURE. An interdisciplinary program involving experience-based learning in academics along with group problem solving and an alternative physical education program out-of-doors and indoors as well.

Audience Approved by JDRP for students of all abilities, grades 6-12. Parts of the program have also been applied in therapeutic and camp settings.

Description Project Adventure is designed to add an experience component to standard high school and middle school courses. For many students, learning is essentially a passive process offering little opportunity to take responsible action or to test abstract ideas in the real world. Project Adventure represents a combination of Outward Bound techniques and philosophy with a group problem solving approach to learning and teaching. Small groups of students learn by actually working on specific reality-based tasks or problems in the community and the natural environment. The teacher's role is to state the problem and limits, giving students the responsibility for finding solutions. This approach has produced measurable improvements in self-concept, physical agility and competence. It encompasses and supports a wide variety of teaching and learning styles.

The project is made up of two separate components, which may be used singly or together: a physical education program involving initiative games, outdoor activities, and a Ropes Course apparatus that can be constructed by teachers and students; and an academic curriculum component designed to give hands-on experiences and a practical application of the basics. The program's aim is to educate the whole student through sound academics, physical activity, and learning activities that enhance self-concept. The project's strengths are its flexibility, the variety and quality of its curriculum models, and its ability to inspire and rekindle the enthusiasm of both teachers and students.

The project offers 3 different initial training programs: academic, counseling techniques, and physical education. These trainings give teachers and counselors skills in program management, teaching strategies, and techniques necessary for implementation. Ideally, a core group of teachers from a single school attends a 5-day workshop. Follow-up sessions and assistance with construction may also be part of the adoption process. Many of this project's adoptions have been in the area of environmental education.

Requirements Attendance at the four-day workshop is essential. Ideally, one or more teachers are trained in the physical education or curriculum workshop or in both. A supportive administration willing to incorporate new teaching styles and programs that may involve some flexibility in scheduling is also required. No special facilities are needed, although the Ropes Course apparatus for the physical education program calls for some open space around playing fields or in a wooded area. No special staffing is required.

Costs The four-day residential teacher-training program costs approximately $330 per teacher, including room, board, and materials; travel costs are not included. For the physical education component, schools should allow a mininum of $3,500 for Ropes Course materials (actual costs vary). For the academic component, costs may include transportation, substitutes, and camping equipment, depending on the curriculum developed.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including tuition, and room and board). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dick Prouty, Project Adventure, Inc.; Box 100; Hamilton, MA 01936. (617) 468-7981. Cindy Simpson, Project Adventure/SE; Box 6548; Atlanta, GA 30315. (404) 622-1360.***

Developmental Funding: USOE ESEA Title III

ALTERNATE LEARNING PROJECT (ALP). A community-based alternative to traditional school, offering a complete program and Special Focus Programs to supplement existing programs. JDRP approved for grades 9-12, all abilities.

Description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision-making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required), and the ALP Core Diploma requirements (according to which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

Contact ***John J. Ramos, Director; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9854 or 9895.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-86 (6/6/74)

CAREER INTERN PROGRAM. A program aimed at dropout prevention at the secondary school level. Approved by JDRP for students grades 10-12 who have been designated by school officials as having dropped out of school or as having the potential to drop out.

Description Applicants are dropout and potential dropout students from Philadelphia, Detroit, Hudson Valley, New York and Seattle high schools. The selection criteria are: lack of consistent school attendance; inability to adjust to public schools; no major disciplinary problems; family adjustment problems; negative shifts in academic achievement levels. After prospective students are recruited, they are exposed to the intake interview. They are also tested to determine if they have attained the minimum fifth-grade reading level requirements for admission. They are then scheduled for orientation and admitted to the program. Interns participate in the following courses during the first phase of the program: math, English, history, science, reading, career counseling seminar, cultural arts, typing, graphics, consumer math, humanities, and foreign language. Career-oriented activities are employed, such as field trips, seminars, mini-fairs, and resource speakers. The curricula consists of career-oriented subject matter integrated into academic subject matter. At least one counseling session is conducted every two weeks. Advanced courses in the aforementioned disciplines ensue. On-site exploration of careers in which interns have expressed interest is conducted. Career-oriented activities and counseling support continue. College preparatory activities are implemented for college-bound interns. Arrangements are made to place interns into OJT, advanced skills training, and employment slots.

Contact ***Robert Jackson, Program Manager; OICs of America, Inc.; 100 W. Coulter St.; Philadelphia, PA 19144. (215) 438-5800.***

Developmental Funding: National Institute of Education

JDRP No. 77-119 (6/1/77)

CENTRALIZED CORRESPONDENCE STUDY: Individualized home study. CCS is an exemplary program which delivers an individualized home study elementary (1-8) education via correspondence.

Audience Approved by JDRP for students of all ability levels, grades 1-8.

Description The most important function of this program is to prepare students to be productive individuals. The program and courses are designed to meet that goal. Courses for 1-8 are divided into nine units of work comparable to nine months of a regular school year. Included are Reading, Language, Spelling, Math, Social Studies, Science, Art, Penmanship, Health and Physical Education. Each course clearly states the course's goals, unit objectives and daily objectives. Textbooks, lesson plans, worksheets, examinations, and most school supplies are provided for the student. Students enrolled in CCS usually work at home under the supervision of an adult "home teacher." The home teachers supervise daily work and monitor tests. CCS furnishes instructions and assistance from certificated advisory teachers located in Juneau. Home teachers send a unit of the student's work to the advisory teacher once a month. The role of the advisory teacher is to evaluate the student's lessons, grade exams, provide supplementary materials for enrichment or remedial purposes, and assign a final grade in each subject.

Grades 1-8 demonstrate reading and math achievement commensurate with or better than that of their state and national peers.

Requirements The program can be adopted at a variety of levels. Adopters may develop daily lesson plans or purchase them, along with the necessary materials, from Centralized Correspondence Study. The "Writers Guidebook," detailing information on how to develop lesson plans, is available upon request. It is essential that the student, parents and school personnel have a strong commitment to this type of educational delivery system.

Costs Costs vary since they depend upon the degree of implementation desired, and the amount of staff and materials to be developed. They also depend upon the level of assistance desired of CCS and the use of and/or adaptation of existing CCS courses.

Services Visitors are welcome by appointment. Staff available for awareness presentations and training workshops (cost negotiated). Print material (brochure, program overview, and newsletter) available upon request, free of charge in limited quantities. Complete 1-8 courses available with answer keys on a cost recovery basis. Secondary courses for 9th and 10th graders' area also available.

Contact ***Darlene Wicks, Project Director, Centralized Correspondence Study; Department of Education; Pouch GA; Juneau, Alaska; 99801. (907) 465-2835.***

Developmental Funding: State ESEA Title IV-B

JDRP No. 83-13 5/27/83

CITY AS SCHOOL (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.

Audience Approved by JDRP for At-Risk Adolescents in grades 9-12 with a high rate of truancy, lack of motivation and an increased sense of alienation.

Description CITY AS SCHOOL is an alternative, diploma-granting high school whose curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed.

Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations, seminars, class meetings and is responsible for individual meetings with student and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students; progress, responding to students' problems at resources and registering students. Visits to sites are required.

Requirements Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or drop-out prone. Once the teacher has been trained, the techniques of student management, curriculum creation, monitoring and evaluation are easily accessible to other staff members. Accessibility to a phone and secretarial services is necessary as are school support services.

Costs Costs will vary depending on the size of the adoption. Staffing requirements are a teacher and secretarial assistance. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed. All in-service training is provided free of charge. All prototype forms are provided free. CAS will pay for our trainers' salaries, travel and lodging. A visit to the CAS site in NYC is advisable prior to the inservice training.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment. Project staff are available to attend Awareness Sessions (at no cost to potential adopter). Planning and training provided at adopter site (2-3 days). Training and prototype materials, forms replication manual provided free of charge.

Contact ***Joan McLachlan Douglas; City-As-School; 16 Clarkson Street, New York, NY 10014 (212) 691-7801.***

Developmental Funding:
USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 (6/10/82)

PROJECT CLASS (Competency-based Live-Ability Skills). A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

Audience Approved by JDRP for adults reading at 0-8 grade levels. This program has also been used in a variety of other settings including secondary special education and with a variety of populations.

Description Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS has developed two series of competency-based modules—one for use with teacher-directed instruction, one for independent study—providing instruction in survival skills to adult students at low (8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

The modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Eighty-four modules have been developed, divided equally between APL level I (4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, some level I modules include two versions of the same concepts, one written at grade 2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and teacher's resources), student handouts, and a pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

Requirements Adopters must purchase a set of CLASS or LifeSchool modules and provide inservice training for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

Cost CLASS modules: $225 per set (Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: four binders $276 (or $76.80 each) including a classroom management manual; available from Pitman Learning, Inc., 19 Davis Drive, Belmont, CA 94002. Several classes can use the same materials. Four hour implementation workshop at adopter site: $120 plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including trainer's fee, travel, and per diem). Implementation and follow-up services are available to adopter.

Contact ***Lorraine Ruston, Project Director, Clovis Adult School; 914 Fourth St.; Clovis, CA 93612. (209) 299-3142.***

Developmental Funding: USOE BOAE, Adult Ed. Act

THE COMMUNICATIONSWORKSHOP (CWS). An alternative reading program for adolescents with learning dsabilities. Offers a classroom management and monitoring system; motivation and intervention strategies, and teacher-student accountability. Approved by JDRP for learning-disabled readers, grades 7-12, with remedial reading needs.

Description Five essential elements support the Communications Workshop model: a personal, humanistic philosophy, an activities monitoring system, a program monitoring system, student motivation strategies and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in an atmosphere that fosters pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic observations to yield data on time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping and sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data on each student's program, providing information on quantity, quality and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvenent in personal academic programs and to discourage unproductive "nonacademic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restrucure the classroom environment to achieve desired academic results and provide for teacher-student accountability.

Contact *Joseph A Bukovec; Communications Workshop (CWS); Teaneck School System; Merrison Street; Teaneck, NJ 07666. (201) 837-2232.*

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 78-191 (6/5/78)

A COMMUNITY APPROACH TO YEAR-AROUND EDUCATION. (Project C.A.Y.R.E.). Designed to meet student learning needs effectively through the use of an alternative calendar. Approved by JDRP for grades K-8. This program has been used in other settings for grades 9-12.

DESCRIPTION The 45-15 year-round calendar divides the student population into four groups. Each group attends schools for 45 school days (nine weeks) and then has a vacation of 15 school days (three weeks). These patterns are staggered so that one track is always on vacation. This allows the building to accommodate 33% more students. In addition, the program can create a more consistent total learning program by eliminating large blocks of time (i.e., three summer months) between learning segments. Initially, the adoption of a year-round program is no more than a calendar change. As such, changes in staffing ratios, materials, facilities, operational costs, and curriculum are not necessarily integral parts of the program.

CONTACT *Thomas Balakas, Project Director; Year-Round Project Dissemination Center; 3855 S. Alicia Pkwy.; Aurora, CO 80013. (303) 693-0611.*

Developmental Funding: USOE EEA Title III

JDRP No. 78-160 (3/15/78)

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP). A new method of organizing and managing an academic classroom.

Audience Approved for the apathetic learner, the "discipline problem," the poor attender, and the poten- tial dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

Description The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objec- tives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and dis- play information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic clas- sroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

Requirements The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a se- parate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flex- ible scheduling.

Costs DEEP training manuals with student activities cost $5 per inservice workshop participation. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for tea- cher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to at- tend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.***

Developmental Funding: USOE ESEA Title III

JDRP No. 76-82 (6/23/76)

EDUCATIONAL SERVICES FOR SCHOOL-AGE PARENTS (ESSP). A special education program providing educational, nutritional, social, and health services to expectant school-age students. Approved by JDRP for any pregnant student in the public school system.

Description With its Family Learning Program based at the New Brunswick High School, the New Brunswick Board of Education is addressing some recognized teenage pregnancy problems. These include poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in the babies of any other age group. The Family Learning Program provides mainstreaming into the regular academic setting for standard high school and intermediate subjects. In addition, it provides a five-credit class in childcare and development, taught at a nearby day care center, a class in maternal and infant care, nutritional training, group and individual guidance and counseling services, and introduction to local service agencies such as the Division of Youth and Family Services, Welfare, Women, Infants and Children, Visiting Nurses, local hospitals, pregnancy clinics, etc. Students participate in both a breakfast and lunch program. Home instruction is provided for a period of one month before and one month after delivery, with students then returning to regular academic settings while infants are tended by relatives or day care center.

Contact ***Mrs. Joan Marino Bornheimer, Principal, New Brunswick High School, 1125 Livingston Avenue; New Brunswick, NJ 08901; (210) 745-5334. Mrs. Dorothy Aronowitz, Teacher Coordinator, Family Learning Program, New Brunswick High School, (201) 745-5381.***

Developmental Funding: USEO ESEA Title III

JDRP No. 74-56 (5/14/74)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory]. A competency-based alternative program that asks students to step outside the classroom walls for approximately half of their school time.

Audience Approved by JDRP for students of all abilities grades 9-12. This program has also been used with grades 7-8, with adults, and with disadvantaged, migrant/bilingual, gifted and talented, and handicapped populations.

Description EBCE is a secondary education program that uses the entire community as a school. Learning is accomplished through carefully planned activities that capitalize on the knowledge and expertise of business people and other community resources. These activities effectively combine academic learning, basic skills, and career awareness.

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, and environmental) as primary resources to meet curriculum objectives. These community resources are developed and analyzed by staff so information about the nature of the resources and possible learning activities is available to students. Preliminary exploration is followed by intensive visits to resources. Using the experience of these visits, as well as a variety of traditional and non-traditional resources, students complete individualized projects they design under staff supervision, that incorporate specific academic, life skill, and career development objectives. Program emphasis is on skills needed for lifelong learning. Students are held accountable for their own time, learning and behavior, with expectations of increasing maturity and responsibility. Program handbooks and materials offer guidelines within which students and staff make decisions as well as tools for documenting students' plans and progress. The program usually relies on an advisory committee composed of parents, students, and representatives of education, business, and labor. Students can earn both required and elective credit.

Requirements Communities adopting EBCE report greater success when staff has participated in several days of program design and planning plus five days of training in the new procedures this innovation requires. It is desirable for new staff to visit an operating EBCE program. Inservice consultation after the program is operating has been found useful. Some programs use separate facilities as the EBCE learning center; others remodel or use existing building space. Student transportation options must be examined, as well as time and resources for community site recruitment and utilization to adopt the program.

Costs EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

Services Descriptive materials are available at no cost. Operational handbooks and other program materials available at cost. Awareness conferences can be arranged (cost to be negotiated). Visitsto a demonstration program in most regions can be arranged. Planning assistance, training, and on-site follow-up technical assistance are available through a network of trainer-consultants; these services are usually available at no cost when several adoptions are involved (otherwise costs are negotiable and will depend on travel schedules, geographical region, and other factors).

Contact ***Ted Kildegaard, EBCE Dissemination Project; National Experience-Based Career Education Association; 3220 Sacramento St.; Berkeley, CA 94702. (415) 567-2330.***

Developmental Funding: NIE

JDPR No. 75-22 (5/7/75)

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]. A partnership program between school and community, integrating basic skills, life skills, and career development. Approved by JDRP for grades 9-12.

Description EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning and help students select and use community sites (business, industrial, labor, cultural, professional, governmental, environmental) as primary resources to meet curriculum objectives. Short term explorations are followed by longer visits called learning levels. Utilizing the experience of these visits, as well as a wide variety of traditional and non-traditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory comittee composed of parents, students, and representatives of education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma. Adaptations have been made for gifted programs, migrant students, JTPA youth employment projects, and corrections agencies. Training and technical assistance available at cost.

Contact ***Larry McClure, Program Director; Education and Work Program: Northwest Regional Educational Laboratory; 300 S.W. Sixth Ave.; Portland, OR 97204. (503) 248-6800, ext. 430.***

Developmental Funding: National Institute of Ed. JDRP No. 75-22 (5/7/75)

PROJECT FAR. (Freshman Attrition Reduction). An intervention strategy of curriculum and counseling to reduce dropout rate and improve academic standing of college freshmen.

Audience Approved by JDRP for postsecondary educational institutions that have significant student attrition problems, especially in the first year.

Description In response to a freshman dropout rate of 44%, the Delaware State College developed the Attrition Reduction Program to create student awareness of the academic and non-academic factors contributing to attrition, and to offer services to facilitate adjustment to academic life. Implementation of the program reduced attrition by 18%. The three components of the program are:

Prevention: A one-credit, weekly orientation class is required of all new freshmen. Based on a proven affective approach, activities are designed to improve self concept, study attitudes, and educational values. Methods include small-group discussion, role playing, skill training, and other experiential activities. Behavioral objectives are evaluated by weekly quizzes.

Early Warning: Likely dropouts are identified using Astin's instrument (Worksheet for Predicting Chances of Dropping Out) and are recruited for rehabilitation by counselors, instructors, and support staff.

Rehabilitation: This component provides professional counseling and peer tutoring. While not compulsory, an aggressive outreach program quite often is necessary to motivate freshmen to participate. The Counseling Center sponsors workshops and seminars to explore psychological factors such as test-taking anxiety and the relation of self-concept to achievement.

The college's effort was cited by the American Council on Education as one of eight model programs for dealing with student dropout behavior.

Requirements The adopting college needs to implement, or have in existence, a freshman orientation course for credit with appropriate course instructors and should be able to provide a maximum class size of 30. Supportive services such as tutoring, counseling, and dormitory outreach should also be available. College staff will also be responsible for administering the dropout prediction survey. One person should be designated Attrition Reduction Program Director to coordinate campus-wide activities.

Costs At the training session, adoptees receive resource notebooks, which contain guidelines for implementing the three program components. Other materials provided include the dropout predictor instrument, software for scoring the instrument, lesson plans, experiential exercises, homework assignments, and program evaluations information. Total cost for training, materials, technical assistance, and follow-up is $600.00. Sometimes there is an add-on charge for shared travel expenses. Two colleges may hold a joint training and split the costs.

Services Awareness materials are available at no cost. Visitors are welcome at the project site anytime by appointment. On request, project staff will present out-of-state, no cost awareness sessions. (Shared travel costs may be necessary for colleges more than 500 miles away). A two-day training is conducted primarily at adopter site. Implementation and follow-up services are available to adopters. Project FAR computer support staff will score the dropout predictor instrument and analyze the results for adopters during the first academic term of implementation at no extra charge.

Contact ***Ms. Rebecca Gates, Counseling Department; Delaware State College; Dover, DE 19901. (302) 736-3346. Or, Mr. David Reynard; Office of Institutional Research; Delaware State College; Dover, DE 19901. (302) 736-5201, 5202.***

Developmental Funding: USOE ESEA Title III, SDIP/AIDP

JDRP No. 81-86 (9/11/81)

FOCUS DISSEMINATION PROJECT: A successful secondary program for training teachers to deal with disaffected youth.

Audience Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Description Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Requirements Many replication plans are possible, ranging from staff training to enhance an existing program to a full-scale replication of the original site model. Recommended maximum for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

Costs Focus staff-training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don May; Focus Dissemination Project; Human Resource Associates, Inc.; 755 Hiway 55 W.; P.O. Box 303, Hastings, MN 55033. (612) 437-3976.***

Developmental Funding: HEW: Youth Development Act

JDRP No. 74-74 (5/29/74)

INTERCEPT: A POSITIVE ALTERNATIVE TO PUPIL SUSPENSIONS, TRUANCY, AND DROPOUT. A teacher-training program that addresses problems of student discipline, truancy, and chronic academic failure.

Audience Approved by JDRP for students in grades 9-12 who have high rates of failure and truancy, along with a history of disruptive behavior.

Description Project Intercept provides preservice/inservice training to deal with adolescents who have shown chronic disruptive, failing, and truant behavior, and to address such problems before these difficulties fully develop. A preservice/inservice training program offers teachers training in four areas.

All staff in the program are taught effective discipline procedures, classroom management techniques, and instructional skills. A peer consulting team is developed for group critique and support.

Management skills for establishing an alternative academic program for potential dropouts are also taught. Three programs developed by Project Intercept are COPE, Learning Center, and the Learning Cluster. In the first two programs, targeted students are placed in self-contained classes for two-thirds of the day, and may take electives or attend vocational training programs during the remainder of the day. The Learning Cluster offers a preventive treatment program to ninth-grade students where one-quarter of the day is spent in English and social studies.

Teachers also receive training in group counseling; students who participate in this component learn to demonstrate more appropriate interpersonal skills and improve self-concept. Family intervention and parent-training skills are taught to staff who are responsible for parent contact. This component reinforces changes taking place at school and helps parents deal more effectively with all of their children.

Requirements The adopter needs to set up an alternative academic program within the school to treat those students identified as high-risk dropout-prone students. A minimum teacher-student ratio of 1:15 is needed, but other units can be added. Once a teacher has been trained, the project has a highly effective method of peer-critiquing, which can be used to easily train other teachers in most subject areas in the program's discipline, classroom management, and instructional procedures.

Costs A minimum of three days of training must be provided to a teacher designated as the key person to adopt the project. Each adopter should have a copy of the Teacher, Counseling, Management, and Family Intervention Manual. Districts do not need to provide additional staff, equipment, or supplies. Training sessions can accommodate up to 30 teachers.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend awareness meetings, training, implementation, and follow-up services (costs to be negotiated).

Contact ***Richard Maurer, Ph.D.; Anne M. Dorner Middle School; Van Cortlandt Avenue; Ossining, New York 10562; (914) 762-5740.***

Developmental Funding: USOE ESEA Title-IVC

JDRP No. 81-50 (1/20/82)

LEARNING TO LEARN: Improving academic performance across the curriculum.

Description This program is the only learning improvement program at the postsecondary level to be approved by JDRP. The 14-week course produces significantly higher grade-point averages and retention rates for students. This difference is substantial; we anticipate that the net effect of the program on a college using this system would be to increase its revenues (through higher student retention rates) and raise its academic standards (by improving students' ability to perform well in academic courses). The LTL system was developed through research in the learning strategies of successful students. Such students (1) ask questions of new materials, reading or listening for confirmation; (2) break down into smaller units the components of complex tasks and ideas; and (3) devise informal feedback mechanisms to assess their own progress. The LTL system is not a study skills system, which loses its impact after students stop using the techniques. Once new LTL behaviors are established, they become part of the learner, integral to his/her thinking processes. We think of these methods as comprising a fourth basic skill which facilitates the acquisition of the other three. Studies using statistically equivalent control groups were conducted on two college campuses. The studies showed significantly higher GPA's for students who had participated in the LTL course when effects of course load, sex, race, SAT scores, and previous academic record were removed (p. 05).

Contact *Dr. Marcia Heiman, Learning Skills Consultant; Learning to Learn; Box 493; Cambridge, MA 02138 (617) 547-2377.*

Developmental Funding: Special Services for the Disadvantaged Higher Education Act of 1965, PL 89-329. JDRP No. 83-25 (6/15/83)

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP). A competencybased alternative high school credentialing program for adults.

Audience Approved by JDRP for English-speaking adult students over the age of 18.

Description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Education Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

Requirements The New York State External High School Diploma Program can be adopted by a unit as small as three persons—one advisor, one assessor, and one assessment assistant. A four-day training workshop for staff prior to program implementation is required, as is an inservice evaluation during the first year of operation.

Costs Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

Services Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

Contact ***Lynne Van Dyke, Director; External Diploma Program; Syracuse Research Corp., Merrill Lane; Syracuse, NY 13210. (315) 425-5263.***

Developmental Funding: USOE BOAE JDRP No. 79-26 (5/30/79)

PROJECT 50/50: A computer technology curriculum for secondary school students.

Audience Approved by JDRP for secondary school students.

Description Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

*COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

*COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

*COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

*COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide five days of training for the computer novice and three days of training for the computer experienced teaching staff. One desk-top microcomputer and a printer are needed for every two students.

Costs Cost for replication is $150 per pupil (n=100). Costs include an administrator to coordinate and supervise all program activities, and teacher and trainer preparation expenses.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students.

Contact ***Deborah J. Miles, NDN Coordinator; French River Teacher Center; North Oxford, MA 01537, (617) 987-1626.***

Developmental Funding: Local

JDRP No. 84-13 (3/26/84)

PUBLIC SCHOOLS OF CHOICE: High School in the Community (HSC). An alternative secondary school of choice within the public school system. Approved by JDRP for students of all abilities, grades 9-12.

Description High School in the Community (HSC) is a small, innovative alternative to the traditional high school. It is designed to provide students and their parents with a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitudes toward learning and to give them a sense of shared responsibility in the process of their education. Students plan their own schedules with staff advisors. Family Groups (in which a staff member meets with his/her guidance students for an hour each day) allow for open discussion about school and life. The Policy Council (governing body of HSC, composed of students, teachers, and parents) provides the opportunity for students to participate in decisions about their education. HSC does not give letter grades. Students receive descriptive evaluations of work accomplished and suggestions for improvement. No single teaching approach is required. A general atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low student competition, has emerged. HSC has consistently compared favorably with other high schools in both cognitive and affective areas. The greatest gains have been made in students' reading skills and attitudes toward school.

Contact *Alice Mick; High School in the Community; 45 Nash St.; New Haven, CT 06511. (203) 787-8635.*

Developmental Funding: USOE ESEA Title III

JDRP No. 75-45 (5/15/75)

ST. PAUL OPEN SCHOOL. An alternative school program using the concept of the open school to enrich the K-12 educational experience. Approved by JDRP for students of all abilities, grades K-12.

Description These basic elements distinguish the St. Paul Open School. Advisor-Advisee System: Students select their own advisors, who are responsible for 10-23 students. Before school begins, conferences are held among students, parents, and advisors to establish individual goals for each student. These goals are reviewed biweekly in advisor-advisee and quarterly with parents. Use of Volunteers: Parents, senior citizens, college students, and community members are brought into the building. Volunteers are screened, trained, and followed as they work with students. Shared Decision Making: Parents, staff, students, and community members help make decisions in areas including budget, curriculum, hiring, and student evaluation. Use of the World Beyond Building: Our building is viewed only as a headquarters. As part of their studies, students take hundreds of local field trips, work as interns or apprentices in local businesses, take classes at other area high schools, and college courses, and go on cross-country trips. Evaluation: Extensive evaluation of students, staff, and the total program continues throughout the year. Written evaluations replace grades. Competence-Based Graduation: No credits are given at the St. Paul Open School. Students develop a graduation packet through validations in six major areas: career education, consumer awareness and current issues, cultural awareness, community involvement, information finding and personal/interpersonal skills. Standardized test scores show considerable effectiveness of other St. Paul Public Schools.

Contact *Director; St. Paul Open School; 1823 Osceola Ave.; St. Paul, MN 55105. (612) 297-4531.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-85 (6/5/74)

SECONDARY CREDIT EXCHANGE PROGRAM. A continuation school for secondary-grade migrant students who have been attending school in another district or state and are not able to continue school because of the need to work. Approved by JDRP for migrant high school students who must transfer credits from one district to another.

Description The students transfer into the credit exchange alternative schools and are enrolled in the same schedule of classes they followed at their home-base school. They are given individualized and small-group instruction and complete their course of study in the receiving school. Upon completion of the term, their credits are transferred to the home school on an official high school transcript.

Classes meet at a time when the students can attend, usually in late afternoon or early evening. Certificated staff are employed and the content of the work at the credit exchange school is identical to the work at the home school. Students can attend a combination of their home school and the credit exchange schools for all four years of high school and graduate on target with their classmates who do not migrate.

Provisions are also made for non-English-speaking students and students who have dropped out but wish to return to school or pursue a GED.

Contact *David W. Randall, State Coordinator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.*

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 77-113 (4/17/77)

SENIOR ELECTIVE PROGRAM. A program exclusively for seniors designed to update curriculum in order to complement an open-space building. Approved by JDRP for students in grade 12.

Description The Senior Elective Program was designed by students and faculty during the summer of 1971 to update curriculum in order to complement an open-space building exclusively for seniors. The program involved revamping the school calendar into five marking periods, called facets, each concluding with a vacation period. Students were encouraged to telescope their traditional academic courses into the first three years of high school, to provide them during the senior year for 80 elective mini-courses developed for the program. Each senior was required to complete an independent study project or a community involvement activity or to participate in a work experience activity. All seniors were randomly assigned to small discussion groups called precepts, led by faculty members who provided program support and helped students adjust. All seniors were allowed open campus privileges. No one teaching approach was required. However, teachers were encouraged to develop methods conducive to teaching in open-space areas. Careful guidance was needed to ensure that students who planned to enter college earned sufficient college entrance units during their four years of high school. In its present form, the Senior Elective Program divides the school year into four marking periods and the independent study project is elective rather than required.

Contact *Newton Beron, Project Director; Rumson-Fair Haven Regional High School; Ridge Rd.; Rumson, NJ 07760. (201) 842-1337.*

Developmental Funding: USOE ESEA Title III 20 25 JDRP No. 74-91 (5/10/74)

SUPPLEMENTAL INSTRUCTION: (SI). A program to improve academic performance and retention rate.

Audience Approved by JDRP for freshman and sophomore students in high-risk entry level college courses.

Description Supplemental Instruction (SI) is a model of student academic assistance used in higher education that targets traditionally high-risk courses instead of high-risk students and organizes services on an outreach basis rather than a drop-in basis. This model, available to all students in a class, integrates learning skills strategies with course content. High-risk courses include large sections of entry-level courses in which unsuccessful enrollments range from 25% to 40%. The improvement of courses grades and resultant reduction of attrition rates are the broad goals of the SI program. Evaluative data demonstrate that SI is effective in meeting these goals on a variety of campuses. The Center for Academic Development selects and trains the learning skills specialists (SI leaders) whose content competency has been approved by the faculty member with whom they will work. Fifty-minute review sessions are scheduled three or four times a week in which the SI leader demonstrates proficiency in the course subject while providing instruction in the reading, writing, and thinking skills necessary for content mastery. SI leaders act as "model students" in the class, taking notes, reading all assigned materials, and most importantly attending class every time it is held. Two-year community colleges, four-year liberal arts schools, and state universities have successfully adopted this program in chemistry, economics, history, philosophy and accounting courses.

Students who participate in SI earn a higher mean course grade and semester GPA than students in a motivational control group of other non-SI students. Differences in performance patterns between SI and non-SI groups are evident regardless of past academic performance. Rates of unsuccessful enrollment (percent of D and F grades and withdrawals) in courses for which SI has been added are lower than they were prior to the addition of SI. The rates of unsuccessful enrollment for SI participants is lower than for non-participants.

Requirements The Supplemental Instruction model is adaptable on a variety of campuses and is compatible with existing academic support programs such as Special Services, learning centers, academic assistance centers, and Title III and IV programs. No special equipment or other resources are required for implementation. Some duplication of printed matter is helpful. A minimum of one full-time professional staff member is needed to train and supervise the SI leaders. Additional staff may be required for larger programs.

Costs Costs will vary depending upon the availability of existing staff who can be reassigned to this program. If no staff is available, costs will include salary for professional staff. Students hired as SI leaders can be compensated through part-time wages (approximately $600 per SI each semester), through internships (cost varies from campus to campus), or through work-study arrangements. SI leaders are usually furnished the course text and access to some means of materials reproduction.

Services Potential adopters are welcome to inquire directly with the contact person listed below. Awareness materials are available at a cost of $1 (to help cover printing and mailing costs). Conferences and workshops are regularly scheduled at the developer/demonstrator site. Developers/demonstrators are available for consultation (travel expenses covered by potential adopter).

Contact **Ms. May Garland; University of Missouri-Kansas City; Center for Academic Development, SASS 100; 5100 Rockhill Rd.; Kansas City, MO 64110-2499. (816) 276-1174.**

Developmental Funding: University of MO, KC

JDRP No. III-33 (12/7/81)
Recertified (9/88)

URBAN ARTS PROGRAM.A program used to improve instruction in all the arts and to expand school use of community art facilities.

Audience Approved by JDRP for grades 7-12. This program has been used in grades K-6.

Description Since 1970, Minneapolis Schools' Urban Arts program has enabled students to learn from artists and arts organizations. Responding to two basic needs—for better use of the arts in education and better use of a community's arts resources—Urban Arts adapts its key practices to each school's needs and resources. The initial training session focuses on identifying such needs and resources through conferences with teachers and administrators and develops a local plan for Urban Arts practices that fits each school. Five strategies are used: arts practicum workshops for students' arts support crews as curators, camera persons, stage managers, graphics designers, and writers; placing artists in classrooms with student and teacher; activating teachers' arts talents and skills to develop an arts collaborative; connecting arts events and exhibitions to curriculum; and joining the community in arts celebrations.

The program's goal is to give all students the opportunity to learn with artists and the arts while developing their own aesthetic judgements. Understanding of the arts is acquired by training, practice, and experience through an instructional manner that is direct, immediate, and personal. Basic to the program is the idea that the community is an appropriate place to learn the arts. Workshops with students and teachers are held where the arts are created, housed, and performed. Existing arts facilities in the community—museums, galleries, workshops, concert halls, theaters, and studios—are used extensively.

Adoption requires 3 to 6 days of training workshops for teachers and community arts persons to adopt the 5 basic strategies and to set up a management group. Local artists supplement teachers, and teachers with special talents often work as artists for the program. Three workshops are provided for adopters (a minimum of 8 and a maximum of 60 persons per training session at the adopter site, with a visit to the original site optional. The program can be replicated in districts of any size, including those in rural areas. Urban Arts has been adopted for programs for the gifted and talented in many locations.

Requirements The Manual for Adopting Urban Arts provides guidance for planning and implementing a custom-made program for each school that employs variations of the five program strategies. Implementation results from plans made during training for use of available resources in the school and community.

Costs Annual maintenance has ranged between $3,000 and $36,000, depending on school size and program complexity.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated). Training for adopters provides the service of an experienced arts consultant for six days.

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Published by
The Michigan State Board of Education

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August, 1986

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national diffusion network

Sopris West Incorporated
1120 Delaware Ave
Longmont CO 80501

TWELFTH
EDITION
1986

MICHIGAN STATE BOARD OF EDUCATION

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